DOCUMENT RESUME

D 209 396 UD 021 754

UTHOR Liaw, Shoubee
ITLE Needs Assessment for State URRD Funded Programs in Seattle. Report No. 77-3.
NSTITUTION Seattle Public Schools, Wash. Dept. of Management Information Services.
UB DATE Mar 77
OTE 56p.; Tables may be marginally legible due to small size type. For related documents, see UD 021 748 and UD 021 759.

DRS PRICE MF01/PC03 Plus Postage.
ESCRIPTORS American Indian Education; Bilingual Education; *Compensatory Education; *Disadvantaged Youth; Dropout Rate; *Educational Finance; Elementary Secondary Education; *Low Achievement; Minority Group Children; Multicultural Education; *Needs Assessment; Policy Formation; Preschool Education; *State Aid
DENTIFIERS Limited English Speaking; *Seattle Public Schools WA

BSTRACT

This report is a 1977 needs assessment for the State rban, Rural, Racial, Disadvantaged Education Programs (URRD) in eattle, Washington. URRD programs are defined as state funded fforts which provide special services to students from isadvantaged, minority, or poverty backgrounds. The study provides ata on students in the Seattle Public Schools in order to assist dministrators and proposal writers in determining concentrations of eed in each of five funding areas which include: reentry motivation, reschool education, academic achievement, bilingual/bicultural ducation, and Indian education. Information regarding dropout rates, umber of students served by preschool programs, low achievement, umber of students from non-English backgrounds and their ethnic istribution, and the number of American Indian students is presented or each of the relevant funding areas. A summary of findings oncludes the paper. (APM)

****
Reproductions supplied by EDRS are the best that can be made *
from the original document. *
****

ED209396

NEEDS ASSESSMENT FOR STATE URRD FUNDED PROGRAMS IN SEATTLE

REPORT NO. 77-3
MARCH, 1977

SHOUBEE LIAW

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
David G. Colwell, Jr.
Seattle Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Department of
Management Information Services

SEATTLE
PUBLIC
SCHOOLS

UD021754

SEATTLE PUBLIC SCHOOLS
Administrative and Service Center
815 Fourth Avenue North
Seattle, Washington 98109

NEEDS ASSESSMENT FOR STATE URRD FUNDED PROGRAMS IN SEATTLE

REPORT NO. 77-3
MARCH, 1977

SHOUBEE LIAW

MANAGEMENT SERVICES DIVISION
Robert L. Nelson
Assistant Superintendent

MANAGEMENT INFORMATION SERVICES DEPARTMENT
Susan Stier, Coordinator

OFFICE OF INSTRUCTIONAL PROGRAM EVALUATION
David G. Colwell, Jr., Supervisor

Prepared by:

Shoubee Liaw
Evaluator

Technical Assistance by:

Michael Ragghianti
Statistical Clerk

Approved by:

James R. Marchisio
Planner/Evaluator

David G. Colwell, Jr.
Supervisor

Susan Stier
Coordinator

ABSTRACT

Annually for the last seven years, the Washington State Legislature has made a special appropriation to assist in educating Urban, Rural, Racial, Disadvantaged (URRD) students in this state. The money is allocated to school districts on the basis of competitive proposals in each of five designated priority areas, including re-entry motivation, preschool education, academic achievement, bilingual/bicultural education, and Indian education.

During the 1976-77 school year, Seattle Public Schools received $1,788,310 for its thirteen URRD programs. This report is an analysis of Seattle's needs for URRD funds for each of the priority areas, to assist proposal authors in their competition for funds for the 1977-78 school year.

The report contains a synthesis of data gathered from many sources including the Office of Tests and Measurements, the Department of Student Relations, Budget Control, Educational Data Systems, and the Program Managers. The general findings include the following:

1. The total number and the percentage of dropouts decreased slightly in 1975-76 as compared to 1974-75. Indian and Black students still have the highest dropout rate for any ethnic group.

2. Approximately the same number of students are being served by preschool programs this year, with a slight increase in numbers on the waiting lists, as compared with 1974-75.

3. There were two elementary schools in which more than 50% of the students were classified as low achieving, i.e., scoring in the lower three stanines on the MAT. Moderate concentrations of low achievers (23-50% of students scoring in the lower three stanines) were found in an additional 33 elementary, four middle and eight junior high schools.

4. The total number of students whose home or primary language is other than English for the 1976-77 school year was 5,220.

5. The number of Voluntary Racial Transfers increased from 1,418 in 1975-76 to 1,625 in 1976-77.

6. The total number of students designated as being of Indian heritage for the 1976-77 school year was 1,440.

TABLE OF CONTENTS

	Page
ABSTRACT	ii
INTRODUCTION	1
PROCEDURES	3
POPULATION	3
DESCRIPTION OF URRD FUNDING CATEGORIES	3
PRESENTATION AND DISCUSSION OF DATA	5
RE-ENTRY MOTIVATION PROGRAM CATEGORY	5
PRESCHOOL EDUCATION PROGRAM CATEGORY	7
ACADEMIC ACHIEVEMENT CATEGORY	7
ACADEMIC ACHIEVEMENT BY ETHNIC GROUP	8
BILINGUAL/BICULTURAL CATEGORY	8
BICULTURAL CATEGORY	10
INDIAN EDUCATION CATEGORY	10
SUMMARY OF FINDINGS	13
FOOTNOTES	17
APPENDIX	19

INTRODUCTION

Beginning in 1975, proposals submitted for funding under the Washington State Urban, Rural, Racial Disadvantaged (URRD) program are expected to compete within five categories as defined in the Washington Administrative Code, Chapter 392-90. These five categories are Re-entry Motivation, Preschool Education, Academic Achievement, Bilingual/ Bicultural Education, and Indian Education.

The purpose of this study is to provide data on Seattle Public Schools' students to assist administrators and proposal writers in determining concentrations of need in each of the five funding categories. Because competition for funding is separate within each category, the presentation of data has been organized into five sections, each corresponding to one category.

PROCEDURES

Population

The population of this study consisted of school-aged persons residing in the city of Seattle. Specific population characteristics and subgroups were focused upon in terms of the requirements of the five URRD funding categories described below.

Description of URRD Funding Categories

Re-entry Motivation Category. Programs in this category are intended "to serve students who have not graduated from high school and ... are no longer enrolled in a K-12 public school program. Primary emphasis ... is on returning non-attending students to school programs and improving their academic achievements, resulting ultimately in their graduation or employment."[1] Information provided in support of needs related to this category includes suspension rates for junior and senior high school aged students (dropout rates for high school aged students), and numbers of students currently being served by District dropout programs.

Preschool Education Category. Programs in this category are intended "to serve economically disadvantaged students (2½-5 years old) in order to better equip them for successful school participation."[2] Information provided in support of needs includes estimates of the number of students eligible for preschool programs and numbers of students currently being served by such programs.

Academic Achievement Category. Programs in this category are intended "to serve those children who: are in the lower three stanines of whatever standard achievement test is currently used in the applicant school district; are disadvantaged by virtue of low academic achievement; give substantive evidence of becoming severely alienated from the standard educational approaches common to their district."[3] Information provided in support of needs includes lower-three stanine data on the Metropolitan Achievement Test by school attendance area, and graphic indicators of high concentrations of low achieving students.

Bilingual/Bicultural Education Category. Programs in this category are intended "to serve those children who, because of their national or ethnic origin, are educationally or socially disadvantaged by virtue of their deficiencies in English language skills."[4] In addition, this category "includes programs whose thrust is primarily bicultural rather than linguistic. Such programs include racial and/or cultural integration

programs which use procedures other than mandatory cross-busing of students to achieve their objectives."[5] Information provided in support of needs includes distributions of students whose home language is not English, numbers of students currently served by programs designed to address this need, numbers of students currently participating in voluntary racial transfer programs, and dropout rates by ethnic group.

Indian Education Category. Programs in this category are intended "to serve both urban and rural Indian children who are disadvantaged by virtue of economic, cultural, or academic deprivation."[6] Information in support of needs includes distributions of Indian students in the District and comparisons of the Indian dropout and suspension rates with that of the general District population.

The data presentation which follows is divided into five sections, each corresponding to one of the URRD funding categories described above.

PRESENTATION AND DISCUSSION OF DATA

Re-entry Motivation Program Category

Definition of dropouts. The office of State Superintendent of Public Instruction defines a "dropout" as follows: "Any student up to 21 years of age who is not enrolled in school as of the last day of any school year, except those students who have moved out of the District, graduated from high school, or are enrolled in private or parochial school or community college."[7] Seattle Schools' Department of Student Relations lists fourteen separate ways in which a student can be identified as a dropout (see Appendix, Table A, pg. 20).

Definition of suspension. Seattle Public Schools' Office of Student Placement defines suspension as "the denial of the right of school attendance from any single class or any full schedule of classes for a stated period of time in excess of three days, PROVIDED that no pupil shall be suspended from any elementary school for more than ninety days, and PROVIDED further that no secondary pupil, because of suspension, shall lose more than one semester's credit during any school year."[8] (See Appendix, Tables B and C, pgs. 21 and 22, for specific reasons for suspensions.)

Presentation of data. Table A includes 1975-76 dropout data by high school and by reason for dropping out. No dropout data are maintained below the secondary level. Table B presents suspension data by high school and by reasons for suspension. Table C indicates suspension data by individual grades 7-12, with an overall summary for these grades, and reasons for suspension. Table D shows the number of students who were served by District-oriented dropout programs during the 1975-76 school year, and the student percent dropout from these programs.

It will be noted that total dropout rates (percentages) can be presented in two ways, unadjusted and adjusted. Unadjusted rates are based on the total number of students classified as dropouts during the 1975-76 school year. Adjusted rates are based on these totals minus the number of "September placements" for each school. September placements are those students who are not attending school in May, but who have been enrolled in a school program during the school year and are expected to report to school the following September. As the number of September placements who reported to school in September, 1976, was not known as of this writing, the unadjusted dropout rates for 1975-76 are considered better indicators of the true extent of current dropout problems, and are used in discussing the data related to dropouts.

High school dropout and suspension characteristics for 1975-76. As exemplified in Table A the major reasons for release from school (dropping out) include:

1. Completion of ninth grade (and age 15) - 30.9%.

2. Irregular attendance/truancy - 28.8%.

3. Age not within mandatory attendance (under 8 or over 17) - 21.3%.

As compared to the 1974-75 dropout data, the 1975-76 "Irregular Attendance/ Truancy" rate had decreased by 2.2% and "Age Not Within Mandatory Attendance (under 8 or over 17)" had increased by 2.9%.

However, it should be noted that irregular attendance/truancy accounted for 89.5% of all high school suspensions (see Appendix, Table B, pg. 21). There is no substantial decrease in this rate as compared to the 1974-75 figure (89.8%).

Grade level characteristics for 1975-76 suspensions. For grades 7-12, the rate of suspension increased as the grade levels increased, peaking at grade 10. The grade levels registering the lowest dropout rates were grades 7 and 12. The average suspension rate of grades 8, 9, 10 and 11 almost doubled that of grades 7 and 12. Again, irregular attendance/truancy accounted for 77.1% of the suspensions tallied. However, as compared to the 1974-75 rate, the 1975-76 showed a decline of 6%.

Geographic distribution (high school attendance areas) of dropouts and suspensions. A total of 1,646 dropouts were recorded for the twelve Seattle high schools during the 1975-76 school year. Garfield (12.4%) and Ballard (11.05%) registered the highest dropout rates, with Roosevelt registering the lowest at 5.75% (see Appendix, Table A, pg. 20). Suspensions totaled 1,060 for these same high schools during the 1975-76 school year. Garfield (12.91%) and Franklin (11.37%) registered the highest suspension rates, with Roosevelt (2.12%) and Hale (2.69%) registering the lowest.

Of the eight schools (Ballard, Franklin, Garfield, Lincoln, Queen Anne, Rainier Beach, Sealth, and West Seattle) whose dropout rates were greater than the District average, four schools (Franklin, Garfield, Lincoln and Rainier Beach) contained greater than 20% minority enrollment. Two high schools (Franklin and Garfield) contained a minority enrollment of over 72%. The minority enrollment at Rainier Beach during the 1975-76 school year was 49%.

Five high schools (Ballard, Franklin, Garfield, Rainier Beach and Sealth) recorded suspension rates greater than the District average.

Dropout oriented programs in Seattle Schools. Approximately 41% of the District's total 1975-76 high school dropout population were being served by dropout oriented programs, as shown in the Appendix, Table D, pg. 23. However, the fact that some of those students from the 1974-75 dropout population are also being served inflates the ratio when compared with only 1975-76 data.

Preschool Education Program Category

Description. As specified in the Washington Administrative Code, URRD Preschool Programs shall be designed to serve economically disadvantaged students (2½-5 years old) in order to better equip them for successful school participation.[9] Since no Superintendent of Public Instruction economic disadvantagedness guidelines were available, Community Services Administration poverty guidelines were used; according to these guidelines, a nonfarm family of four that earns less than $5,050 annually is economically disadvantaged.[10]

Presentation of data. Table 1 presents data on preschool students in Seattle Public Schools. Approximately 2.2% of Seattle's population are preschool-age children; of these, approximately 9.8% are from economically disadvantaged families. District programs (CAMPI Satellite Preschool and Headstart) currently serve 60.4% of the economically disadvantaged students; another 25.6% are on waiting lists. Consequently, approximately 39.6% of the eligible preschool-age children are not currently being served by District administered programs.

TABLE 1

POPULATION OF SEATTLE PRESCHOOL STUDENTS (2½-5 YEARS OLD)

Estimated District Preschool Population*	Estimated Preschool Population from Low-Income Families*	Number Currently Served by District Administered Preschool Programs**
10,954	1,073	648 - Actually served 275 - Waiting list

Academic Achievement Category

A major criterion for programs in the URRD Academic Achievement Category is that the target population consists mainly of students in "the lower three stanines of whatever standard achievement test is currently used in the applicant school district."[11] In Seattle, these tests are the Metropolitan Achievement Test (MAT) for students in elementary, middle, and junior high (grades 7 and 8) schools and the Stanford Test of Academic Skills (TASK) and the Differential Aptitude Test (DAT) for high school students. Mandatory MAT tests are currently administered twice annually to students in grades 2, 4, 6, and 8. The TASK test is mandatory for URRD high school students.

*Source: Demographic and Socio-economic Profiles of the Seattle School District, October 1976
**Source: CAMPI and Headstart Program Managers

Tables E and F (see Appendix, pp. 24 and 27) present testing information by school for the Fall, 1976 administration of the MAT Reading and Math Problem Solving subtests for grades 2, 4, 6 and 8. Test scores for students in grades 3, 5 and 7 are included for those schools which have volunteered to have odd numbered grade levels tested. The columns headed "N" and "%" contain the number and percent of students taking the test who scored in the lower three stanines in each tested grade and school.

Figures 1 and 2, pages 30 and 31, show concentrations of students scoring in the lower three stanines on the Reading subtest in elementary, middle and junior high schools. Lined areas contain a maximum of 22.9% of students in the lower three stanines. Twenty-three percent is the "expected" proportion of lower three stanine scores, based on the performance of test takers nationwide. Thus, these lined areas indicate the lowest concentration of low achievers. Unshaded areas contain from 23-50% of lower three stanine students; areas with "coarse" shading contain more than 50% in this category.

Areas of largest concentration of low achievers are High Point and Rainier View Elementary School (more than 50%). Moderate concentrations are found in an additional 33 elementary, four middle and eight junior high schools.

Academic Achievement by Ethnic Group

Table G (Appendix, pg. 32) shows percentage distributions of ethnic groups in the total District student population who were tested on the MAT and in the group classified as low achievers on the basis of standardized testing. It can be seen that students identified as Black, Indian, Hispanic and Other Asian are overrepresented in the lower three stanines with respect to their distribution in the total population.

Bilingual/Bicultural Category

This section contains information related to:

a. Students in the Seattle Public Schools whose home language is other than English;

b. Students whose home language is other than English, who are receiving tutorial services;

c. Students, by language groups, participating in bilingual programs which emphasize proficiency in two languages;

d. Students whose home language is other than English who are served by bilingual programs which emphasize English language proficiency; and

e. Racial transfer, suspension and dropout data related to bicultural rather than linguistic programs for cultural integration.

Included in the category "language groups" are the following: Chinese, Pilipino, Korean, Spanish, Japanese, Samoan, Vietnamese, and Other*.

The total number of students in the above mentioned groups who have a home or primary language other than English, enrolled in the Seattle Public Schools for the year 1976-77, was 5,220. Table H (Appendix, pg. 33) shows that Chinese (1,215) and Pilipino (829) speaking students comprise 40% of this group.

As shown in Table H (Appendix, pg. 33), high concentrations of students (50 or more) whose home or primary language is other than English, were found in 10 elementary schools. Moderate concentrations of students (20-49) were found in 40 elementary schools. Low concentrations of students (0-19) were found in 31 of the remaining elementary schools.

Table H (Appendix, pg. 36) shows that no middle/junior high schools have a low concentration (0-19) of students whose home or primary language is other than English. High concentration of students were found in the following middle/junior high schools: Adams, Denny, Eckstein, Hamilton, Mercer, Monroe, Sharples, South Shore and Whitman. Moderate concentrations were found at Blaine, Boren, Madison, Madrona, McClure, Meany, Thomson and Wilson.

Table H (Appendix, pg. 37) shows that all high schools in the District have high concentrations of students whose home or primary language is other than English.

District Services. The District offers three types of services to students whose home language is other than English: bilingual classes, English as a Second Language (ESL) classes, bilingual tutorial services, and ESL tutorial.

Bilingual Services. Bilingual services include classroom instruction and tutorial programs in both the home language and English, and have an emphasis on both English and the dominant languages of the students. The bilingual classes are designed so that participating students will achieve a mastery of both languages. These programs are not limited to students whose home or primary language is other than English. Table I (Appendix, pp. 38), shows that 494 students are currently enrolled in bilingual classes, and 101 are receiving bilingual tutoring.

As shown in Table J (Appendix, pg. 39), 600 students are served by bilingual programs funded by URRD. The two major ethnic groups participating in these programs are the Chinese (215) and the Spanish (164). These two groups comprise 63% of the students enrolled in bilingual programs under URRD funds.

English as a Second Language (ESL). These classes and tutorial programs are designed primarily for students with limited English

*Other: Any students who have not been classified in one of the other language groups.

speaking ability. ESL classes and tutoring emphasize the English language in order that students will be better able to receive and understand instruction in the public schools. As shown in Table I (Appendix, pg. 38), 563 students are currently enrolled in ESL classes. The two language groups making up the largest proportion of enrollment are the Chinese and Vietnamese. Currently 30 students are receiving ESL tutoring.

Bicultural Category

Unlike other URRD categories which specify criteria for identifying a target population, the sub-category for programs with a primarily bicultural emphasis appears to apply to all students at all grade levels. Information presented here in relation to bicultural programs includes numbers of students participating in the Voluntary Racial Transfer Program and dropout rates by ethnic group. Detailed information on distributions of students by ethnic group, school and grade, may be found in the District's annual report Racial Distribution of Students and Staff.

Table K (Appendix, pg. 40), show the number of students by ethnic group and schools who were participating in the Voluntary Racial Transfer Program in the Fall of 1976. The total number participating at that time was 1,625, 2.6% of all students enrolled in the District. Of the total number of voluntary transfers, 76.1% (1,237) were Black students, and 22.6% (367) were White students.

Table C (Appendix, pg. 22), shows that in 1975-76 the total number of suspensions in grades 7-12 was 1,673, 5.49% of the total 7-12 grade enrollment. Seventy-seven percent of the suspensions were due to irregular attendance and/or truancy. As shown in Table L (Appendix, pg. 43), the two ethnic groups with suspension rates above the District average were Black (20.3%) and Indian (16.8%).

As shown in Table A (Appendix, pg. 20), the total number of dropout students in high school for the 1975-76 school year was 1,646. The District unadjusted dropout rate was 9.54%. Table M (Appendix, pg. 44), indicates that the two ethnic groups with dropout rates above the District average were Indian students (19.9%) and Black students (19.8%).

Indian Education Category

The total regular enrollment of students in Seattle Public Schools for the year 1976-77 is 59,016.* Of this number, 1,440 are designated as being of Indian heritage.

Table N (Appendix, pg. 45), shows Indian enrollment by grade and consortium and the percentage of total Indian enrollment found in each consortium. With two exceptions, Indian enrollment is spread quite evenly among consortia. The two consortia of relatively high concentration of Indian

*This figure does not include students in Special Education, Special Agencies and Alternative Programs.

students are Sealth (22.4%) and Ballard (16.8%). Since 1975-76, there was a decrease of 1.6% in Indian student enrollment in the Sealth consortium, and 4.2% in the Ballard consortium. Table O (Appendix, pg. 46) gives the number and percentages of Indian students enrolled in each school.

Dropout Rate for Indian Students. According to data provided by the Department of Student Relations, the District's total unadjusted dropout rate for grades 9-12 in 1975-76 was 9.54%. The dropout rate for Indian students for this same year was 19.9%. The major reason indicated for Indian dropouts was suspension for irregular attendance or truancy.

SUMMARY OF FINDINGS

Re-entry Motivation Category

1. During the 1975-76 school year, irregular attendance/truancy accounted for 89.5% of the high school suspensions recorded.

2. Suspension rates for individual high schools ranged from 2.12% to 12.91% with a District average of 6.15%. Schools above the District average and their suspension rates were Garfield (12.91%), Franklin (11.37%), Rainier Beach (8.5%), Ballard (8.10%), and Sealth (6.98%).

3. Unadjusted dropout rates for individual high schools ranged from 5.75% to 12.40%, with a District average of 9.54%. Schools above the District's average and their dropout rates were Garfield (12.4%), Ballard (11.05%), Franklin (10.96%), West Seattle (10.83%), Queen Anne (10.8%), Rainier Beach (10.72%), Sealth (10.62%), and Lincoln (9.91%). Suspensions for irregular attendance/truancy constituted 28.8% of the total number of dropouts.

4. The total number of 1975-76 dropouts in all high schools was 1,646. The total number of suspensions was 1,060.

Preschool Education Category

1. There are approximately 10,954 children in the 2½-5 year age group residing in the Seattle School District. Of this group, about 9.8% (1,073 children) are from low income families, according to OEO poverty guidelines.

2. District administered preschool programs (CAMPI and Headstart) currently serve 648 (60.4%) students in this age group. An additional 275 are on waiting lists.

Academic Achievement Category

1. Schools with the highest concentrations of low achieving students (greater than 50% scoring in the lower three stanines on Fall, 1976 District administered MAT) are High Point and Rainier View Elementary Schools.

2. Moderate concentrations of low achievers (23-50% scoring in the lower three stanines) are found in an additional 33 elementary, four middle and eight junior high schools.

3. Distribution of students by ethnic group indicates that students in the Black, Indian, Hispanic, and Other Asian groups are overrepresented in the low achievement group with respect to their distribution in the total District population.

Bilingual/Bicultural Education Category

1. As of February 1977, the total number of students whose home or primary language is other than English, as estimated by the Evaluation Office, was 5,220. The Chinese and Filipino comprised 40% of this group.

   High concentrations of students (50 or more) were found in ten elementary, nine junior high/middle and all twelve high schools. Moderate concentrations (20-49) were found in 40 elementary and eight junior high/middle schools.

2. The District offers bilingual and ESL services to students whose home or primary language is other than English. These services include classroom instruction and tutorial programs.

   Currently, 494 students are enrolled in bilingual classes and 101 are receiving bilingual tutoring. Five hundred sixty-three students are enrolled in ESL classes and 30 are receiving ESL tutoring.

   Six hundred students are served by bilingual programs funded by URRD. The two major ethnic groups participating in these programs are Chinese and Hispanic.

3. Information related to bicultural programs included numbers of students involved in voluntary racial transfers and suspension and dropout rates by ethnic group. Two percent of the District's population (1,625) currently participate in the Voluntary Racial Transfer Program. Of the total number of voluntary transfers, 76% were Black.

4. The total number of suspensions in grades 9-12 for the 1975-76 school year was 1,060; the overall District suspension rate was 6.15%. The two ethnic groups with suspension rates above the District average were the Blacks (20.3%) and Indians (16.8%).

Indian Education Category

1. The total regular District Indian student enrollment as of January 1977 was 1,440. An additional 120 Indians were enrolled in special programs. The Sealth and Ballard Consortia had high concentrations

of Indian students, with 22.4% and 16.8%, respectively, of the total Indian enrollment. The remaining Indian enrollment was distributed quite evenly across the other consortia.

2. The dropout rate for Indian students (grades 9-12) was 19.9%, compared to a Districtwide dropout rate of 9.54%.

FOOTNOTES

[1]"Washington State Urban, Rural, Racial Disadvantaged Education Programs," Washington State Administrative Code, Chapter 392-161, Section 080(1).

[2]Ibid., Section 090(1).

[3]Ibid., Section 100(1).

[4]Ibid., Section 110(1).

[5]Ibid., Section 110(1).

[6]Ibid., Section 120(1).

[7]Little, Elmo, Department of Planning, Research, and Evaluation Dropout Needs Assessment, Seattle Public Schools, Report No. 74-23, Seattle, Washington, 1974, p. 3.

[8]Attendance and Enrollment Regulations, Guidelines and Procedures, Seattle Public Schools, Office of Student Placement, August, 1972.

[9]"Washington State Urban, Rural, Racial, Disadvantaged Education Programs," op. cit., Section 090(1).

[10]"Community Services Administration Income Poverty Guidelines," Federal Register, Washington, D.C., July 9, 1975, p. 2,874.

[11]"Washington State Urban, Rural, Racial, Disadvantaged Education Programs," op. cit., Section 100(1).

APPENDIX

TABLE A

SEATTLE SCHOOL DROPOUTS BY HIGH SCHOOLS
1975-76 SCHOOL YEAR

REASONS FOR RELEASE FROM HIGH SCHOOL	BALLARD	CLEVELAND	FRANKLIN	GARFIELD	HALE	INGRAHAM	LINCOLN	QUEEN ANNE	RAINIER BEACH	ROOSEVELT	SEALTH	WEST SEATTLE	ALL HIGH SCHOOLS
Unable to locate pupil	0	0	0	0	0	0	0	0	0	0	0	0	0
Age not within mandatory attendance (under 8/over 17)	24	19	28	36	10	23	26	34	33	25	40	53	351
Physically, mentally, emotionally incapable	1	6	2	3	5	3	4	6	4	4	8	8	54
Pregnancy		2	1	1			1		7		3		15
Completion of ninth grade (and age 15)	52	7	40	33	70	74	39	46	17	42	59	30	509
Employed, age 15	11	10	2			5	18	8	1	9	13	24	101
Marriage	5	1	1		1		2	3	2			9	24
Supervision by a public agency			1			5	3	2			1		12
Temporarily unavailable for schooling	4		1		2	6	10	12	9	2	1	1	48
Habitual disruptive behavior				3	1		3						7
Delinquent behavior				2		1							3
Irregular attendance and/or truancy	68	17	53	107	17	45	38	24	10	28	43	24	474
Violation of school regulations				2			1	2	23	1		3	32
Expulsion from the building			4	4	1		1		5		1		16
Total	165	62	133	191	107	162	146	137	111	111	169	152	1646
October Enrollment	1493	846	1214	1541	1676	1766	1474	1268	1035	1932	1591	1403	17239
% Dropout	11.05	7.33	10.96	12.40	6.40	9.20	9.91	10.80	10.72	5.75	10.62	10.83	9.54

Source: Department of Student Relations, February, 1977

TABLE 8

SEATTLE SCHOOL SUSPENSIONS BY HIGH SCHOOLS
1975-76 SCHOOL YEAR

REASON FOR RELEASE FROM SCHOOL	BALLARD	CLEVELAND	FRANKLIN	GARFIELD	HALE	INGRAHAM	LINCOLN	QUEEN ANNE	RAINIER BEACH	ROOSEVELT	SEALTH	WEST SEATTLE	ALL HIGH
Habitual disruptive behavior	0	0	3	1	1	0	5	0	0	0	0	0	1
Delinquent behavior	0	1	3	6	0	4	0	0	0	0	0	0	1
Irregular attendance and/or truancy	121	41	124	184	40	83	75	35	39	41	111	55	94
Violation of school regulations	0	0	2	3	2	0	0	6	32	0	0	3	4
Expulsion from the building	0	1	6	5	2	0	5	1	17	0	0	2	3
TOTAL	121	43	138	199	45	87	85	42	88	41	111	60	106
PERCENT OF TOTAL SCHOOL ENROLLMENT	8.13	5.08	11.37	12.91	2.69	4.93	5.77	3.31	8.50	2.12	6.98	4.28	6.1

TABLE C

SEATTLE SCHOOL SUSPENSIONS FOR GRADES 7, 8, 9, 10, 11 AND 12
1975-76 SCHOOL YEAR

REASONS FOR RELEASE FROM SCHOOL	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Grades 7-12
Habitual disruptive behavior	35	47	40	1	0	3	126
Delinquent behavior	11	25	21	2	4	5	68
Irregular attendance and/or truancy	87	158	230	360	293	162	1290
Violation of school regulations	11	33	39	18	13	9	123
Expulsion from the building	6	11	16	11	12	10	66
TOTALS	150	274	346	392	322	189	1673
OCTOBER ENROLLMENT	4888	4972	5235	5240	5149	4995	30,479
PERCENT SUSPENSIONS	3.07	5.51	6.61	7.48	6.25	3.78	5.49

TABLE D

NUMBER OF STUDENTS AND DROPOUT RATE OF STUDENTS
SERVED BY DROPOUT PROGRAMS DURING THE 1975-76 SCHOOL YEAR

PROGRAM	GRADES SERVED	OCTOBER ENROLLMENT	PERCENT DROPOUT
Ballard/Fremont YSB	8-11	18	6.0
Garfield Alternative Program	9-12	43	4.0
Indian Heritage High School	9-12	98	4.0
Interim	9-12	150	5.0
Mt. Baker YSB	7-12	31	4.0
People's School #1	9-12	79	6.8
Project Interchange	8-12	138	4.0
Youth Work Training Program	10-12	122	*
TOTALS		679	avg.4.2

* Because of the uniqueness of this program it is impossible to determine the dropout figure.

TABLE E

NUMBERS AND PERCENTAGES OF STUDENTS SCORING IN THE LOWER THREE STANINES ON THE MAT READING AND MATH PROBLEM SOLVING TESTS
FALL, 1977 NORTH END AND CENTRALLY LOCATED SCHOOLS

Source: Seattle Public Schools Group Testing Office

Schools	Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read		Math		Read.		Math	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Addams																					0	0	2	20	110	25	99	22
Monroe																					30	43	31	44	84	32	85	32
Thomson																									56	21	45	17
Whitman																					4	67	4	67	87	35	85	34
Eckstein																	53	24	92	41	110	29	131	34	81	25	93	29
Hamilton																	43	25	78	45	62	24	111	43	67	30	83	37
Madrona													137	34	174	43	66	14	139	30								
Meany																					55	17	98	30	68	21	89	28
Wilson																	30	26	50	44	41	22	67	35	59	34	83	47
Adams	10	22	6	13	6	12	5	10	21	42	31	62	12	26	22	47	3	7	18	41								
Allen	20	33	20	33	8	16	9	18	9	18	19	39	15	26	30	50												
Bagley	8	15	5	10	0	0	1	100	10	22	16	36																
Broadview	9	12	7	10					11	14	34	43					7	11	23	37								
Bryant	6	12	14	27					12	20	27	45	3	100	3	100	7	100	22	67								
Cedar Park	4	12	7	21					2	5	5	13					1	5	3	14								
Colman	26	58	25	56	14	36	14	36	25	57	31	71	14	30	23	49	30	64	39	83								
Crown Hill	10	26	7	18	1	33	1	33	5	19	11	42	2	100	1	50	3	9	8	24								
Day	8	16	13	27	11	55	0	0	13	20	29	45	18	62	14	48												
Decatur	6	13	0	0					0	0	5	12					4	6	13	20								
Fairview	6	16	4	11	4	14	3	11	4	14	6	21	3	9	8	24												
Gatzert	14	29	15	31	18	33	24	44	33	52	29	45	22	55	25	63	21	60	18	51	1	100	1	100				

TABLE E (Continued)

Schools	Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	Read.		Math		Read.		Math.		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Green Lake	5	21	3	13	10	22	13	29	6	24	6	24	5	42	8	67												
Greenwood	11	23	5	11					15	28	28	53					7	19	13	35								
Haller Lk.	6	11	12	22					7	17	10	24					9	22	15	37								
King	27	32	19	22	2	15	4	31																				
Lake City	22	47	10	21					6	14	9	21					5	14	13	36								
Latona	5	19	7	26					2	6	9	28																
Laurelhurst	11	18	6	10	7	13	4	8	6	10	15	24	5	8	12	19												
Leschi	28	35	26	33	31	45	36	52	35	53	47	71																
Lowell	13	28	9	19	12	22	13	24	13	23	4	7					1	100	0	0								
Loyal Hgts.	0	0	5	16					1	4	5	19	1	100	0	0	2	7	13	45								
McDonald	11	23	10	21	4	9	7	16	9	21	22	50	7	21	9	27												
McGilvra	6	16	3	8	4	100	3	75	7	18	10	26																
Maple Leaf	5	15	5	15					7	18	10	26	0	0	1	100	6	12	7	14								
Minor	28	31	26	29	44	56	43	54	45	61	48	65																
Montlake	6	18	3	9	2	3	11	18	3	6	12	22																
North Beach	6	14	9	21					7	14	21	43	3	75	2	50	3	8	4	10								
Northgate	0	0	9	25					4	11	19	50					6	16	14	38								
Oak Lake	16	27	16	27	9	15	16	27	12	23	22	42	14	32	20	46	1	100	1	100								
Olympic Hills	4	8	6	12					7	17	18	43					6	12	27	53								
Olympic View	1	4	1	4					8	24	12	35																
Pinehurst	11	26	4	10					12	29	17	42					7	19	12	32								
Ravenna	15	21	9	13					5	9	19	36	1	100	0	0												
Rogers									4	7	14	23					6	12	23	47								
Sacajawea	4	14	5	18					7	21	12	35					4	13	16	53								
Sand Point	6	15	5	13	0	0	1	50	3	11	7	26																

TABLE E (Continued)

Schools	Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Seward	2	4	4	9	6	15	5	13	2	6	11	31																
Stevens	4	7	11	19	16	19	18	21	24	31	35	45																
Univ. Hgts.	3	12	4	16					1	6	1	6																
View Ridge	5	11	5	11					5	12	7	17																
Viewlands	8	21	13	33	0	0	1	50	13	30	13	30					4	9	15	35								
Webster	14	23	12	20					11	22	14	29					8	15	12	23								
Wedgwood	2	4	7	14					7	18	22	56					6	14	14	33								
W. Woodland	13	18	21	28	14	21	10	15	11	18	25	42	11	39	19	68	14	18	23	30								
Whittier	7	13	12	21					14	25	24	43					13	21	15	24								

TABLE F

NUMBERS AND PERCENTAGES OF STUDENTS SCORING IN THE LOWER THREE STANINES ON THE MAT READING AND MATH PROBLEM SOLVING TESTS
FALL, 1977 SOUTH END AND WEST END LOCATED SCHOOLS

Source: Seattle Public Schools Group Testing Office

Schools	Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Blaine																									11	6	17	9
Boren																					57	70	1	1	71	38	63	34
Denny																									80	23	86	24
McClure																									28	15	41	22
Madison																					1	33	2	67	101	29	110	32
Mercer																					112	29	108	28	154	38	128	31
Sharples																					85	31	71	26	116	46	73	29
South Shore													80	42	91	48	69	32	89	41	63	31	83	41	73	34	76	36
Alki	8	32	2	8	1	100	1	100	3	12	6	23					4	19	8	38								
Arbor Hgts.	12	16	14	19	13	19	13	19	12	17	27	38					14	16	22	24								
Beacon Hill	9	20	5	11	24	51	11	23	17	28	24	39	16	39	20	49	15	24	15	24								
Briarcliff	2	4	1	2	3	8	4	10	1	2	8	16	3	5	8	14	3	8	1	3								
Brighton	14	27	27	52	22	50	18	41	26	50	24	46	26	55	24	51	6	13	14	30								
Coe	13	22	11	19					6	12	24	47	1	100	1	100	6	18	14	42								
Columbia	22	50	17	39	18	51	19	54	10	28	24	67	22	50	24	55	12	34	16	46								
Concord	3	12	10	40	12	50	7	29	10	40	14	56	16	59	14	52	4	20	7	35								
Cooper	18	40	17	38	15	35	15	35	12	32	18	49	18	38	28	60	22	42	33	64								
Dearborn Pk.	24	37	29	45	16	27	20	34	28	41	36	53	25	44	28	49	23	33	39	56								
Dunlap	34	41	27	33	25	38	27	41	31	43	43	59																
Emerson	19	29	31	48					16	27	34	58																
Fairmount Pk.	8	18	5	11	15	94	0	0	12	[illegible]	16	35	15	33	14	30	8	19	11	[illegible]								

TABLE F (Continued)

Schools	Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fauntleroy	8	21	4	10	1	50	2	100	8	17	12	26	3	100	1	33	3	6	8	15								
Gatewood	10	19	8	15	9	16	7	12	10	18	9	16	10	17	0	0	4	9	6	13								
Genesee Hill	0	0	13	33	1	100	0	0	9	22	9	22					5	10	11	22	1	100	1	100	1	100	1	100
Graham Hill	7	18	9	24	7	70	3	30	13	37	12	34	10	91	8	73	9	22	8	20								
Hawthorne	10	28	12	33	10	28	11	31	9	29	12	39	10	29	11	32	8	20	15	37								
Hay	1	2	2	4					5	13	16	42					6	10	13	22								
High Point	7	33	14	67	12	60	2	10	13	72	12	67	10	83	3	25	9	45	8	40								
Highland Pk.	29	31	13	14					21	24	31	36	1	33	1	33	17	19	30	33								
Hughes	12	18	16	13	8	17	6	13	15	23	31	48	15	24	28	45	7	12	12	20								
Jefferson	15	33	14	30					8	20	16	39					6	12	24	46								
Kimball	22	34	16	25	16	24	12	18	25	37	25	37	18	31	19	32	11	16	21	30								
Lafayette	13	17	11	14					13	17	21	27					13	14	17	18								
Lawton	7	13	11	20					8	16	20	40					7	18	8	20								
Magnolia	0	0	2	4	1	2	3	5	4	8	16	30					2	3	12	21								
Maple	TEST RESULTS NOT AVAILABLE																											
Muir	29	37	19	24	24	71	1	3	19	23	38	46	16	22	34	47	15	23	23	36								
N. Queen Anne	11	23	6	13					4	15	14	54					5	18	8	29								
Rainier View	17	65	8	31	1	100	0	0	13	45	20	69																
Roxhill	17	33	9	18	17	34	8	16	12	29	22	52	10	22	15	33	8	17	25	54								
Sanislo	14	56	11	44	16	94	6	35	12	32	15	40	6	55	10	91	4	13	5	16								
Schmitz Pk.	2	7	0	0					10	23	22	50					4	10	11	26								
Van Asselt	32	38	38	45	36	51	32	46	43	61	42	59	24	48	26	52	34	43	27	34								
W. Queen Anne	3	12	1	4					2	7	6	19					3	10	13	42								

TABLE F (Continued)

Schools	Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math		Read.		Math	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Whitworth	7	12	16	27	23	28	28	34	28	41	38	55	20	69	17	59	20	29	26	37								
Wing Luke	24	37	20	31	22	51	23	54	17	35	27	55																

FIGURE 1

CONCENTRATION OF LOW ACHIEVING ELEMENTARY STUDENTS, MAT READING SUBTEST, OCT. 1976

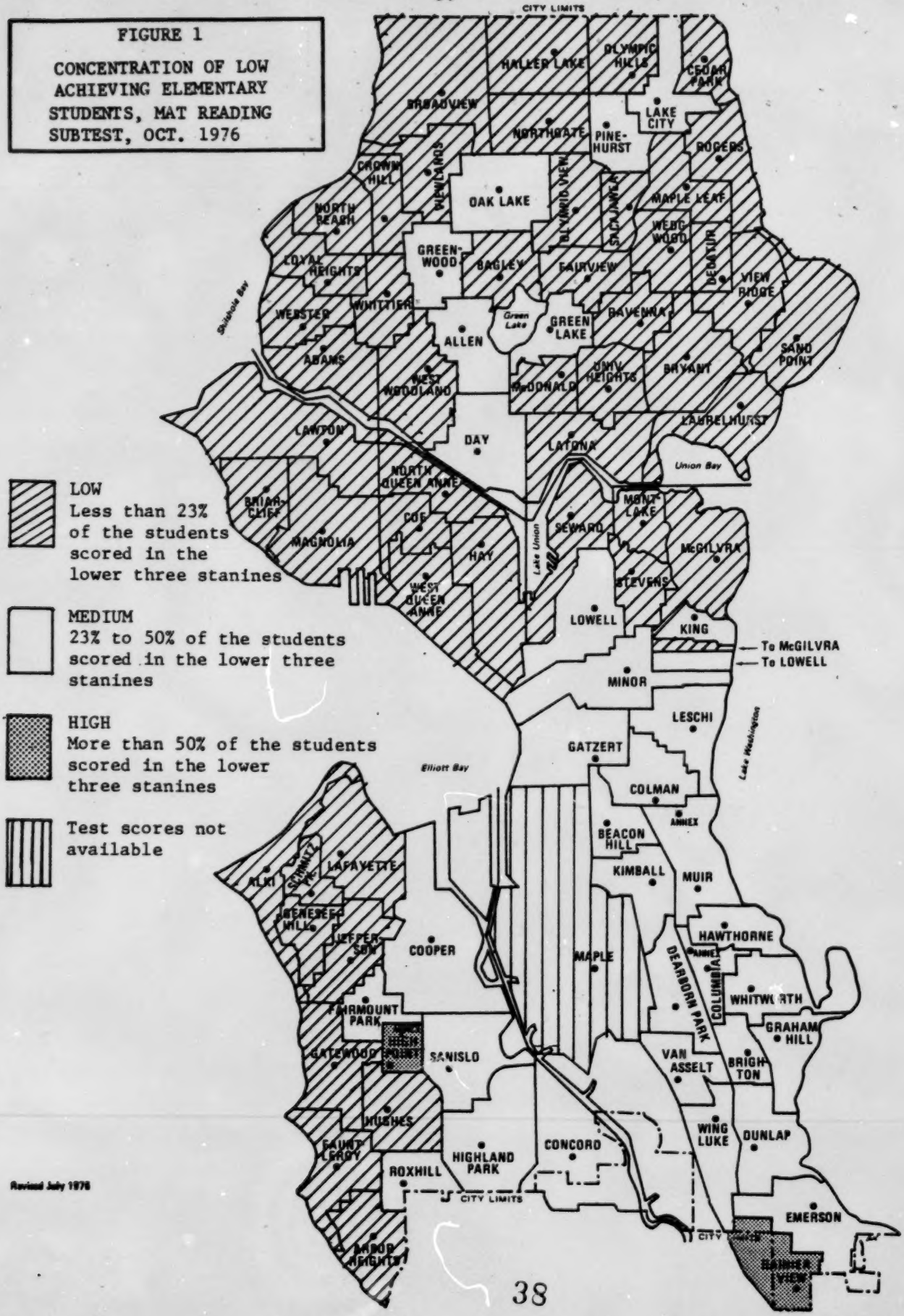
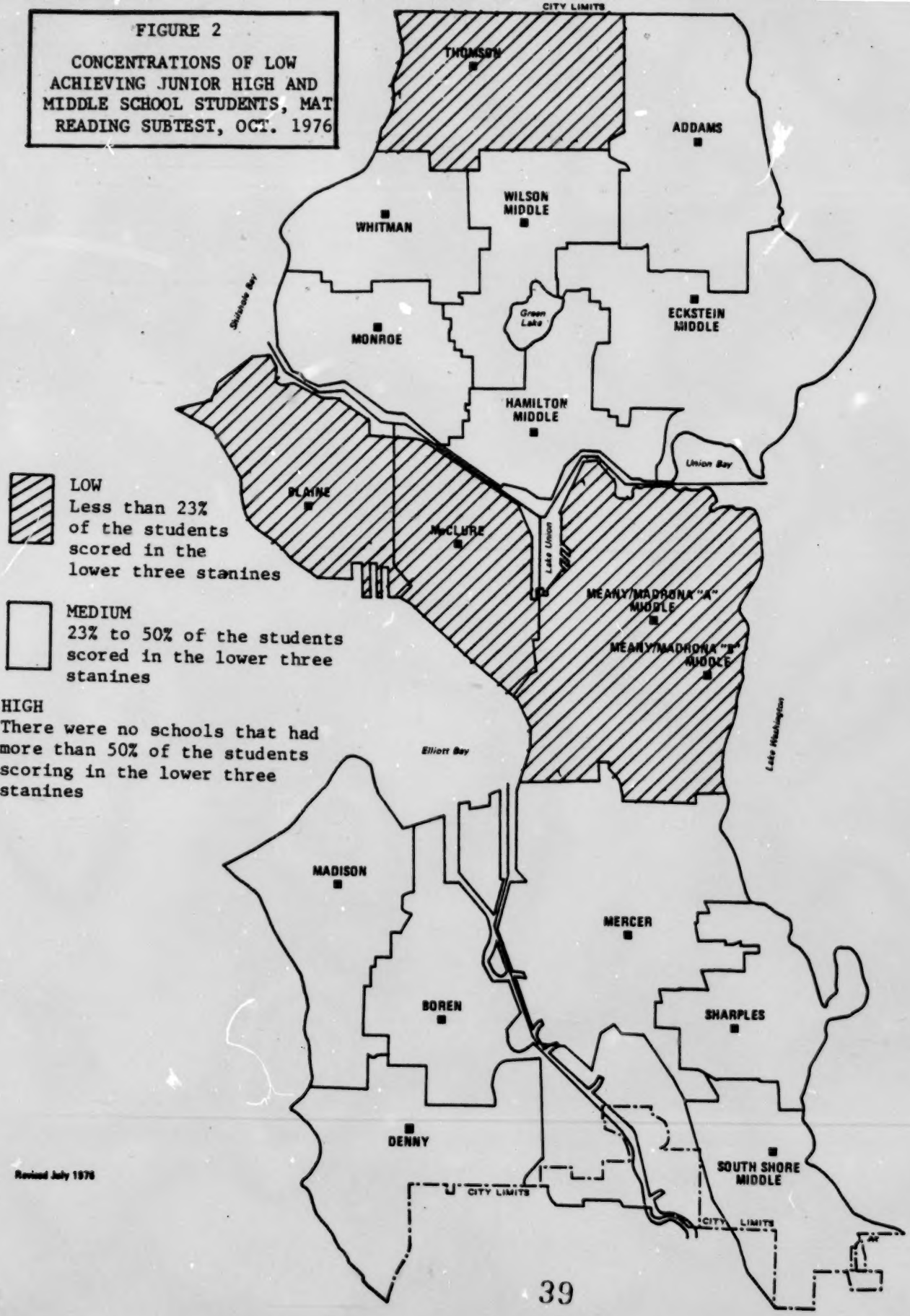


FIGURE 2

CONCENTRATIONS OF LOW ACHIEVING JUNIOR HIGH AND MIDDLE SCHOOL STUDENTS, MAT READING SUBTEST, OCT. 1976



LOW
Less than 23% of the students scored in the lower three stanines

MEDIUM
23% to 50% of the students scored in the lower three stanines

HIGH
There were no schools that had more than 50% of the students scoring in the lower three stanines

Revised July 1976

TABLE G

PERCENTAGE OF STUDENTS* BY ETHNIC GROUP IN TOTAL POPULATION AND IN LOWER THREE STANINES

	Percent of Total Tested Population	Percent of Lower Three Stanine Population
WHITE	54.5	37.5
BLACK	18.3	34.8
CHINESE	2.8	2.2
JAPANESE	2.1	.5
FILIPINO	2.5	2.6
INDIAN	2.4	3.6
HISPANIC	3.4	5.5
ASIAN	1.5	3.0
UNIDENTIFIED **	12.6	10.3

*This percentage represents only those students who were tested on the MAT Reading Subtest, Fall 1976.

**The unidentified ethnic group contains mostly non-public school students who are not assigned ethnic codes.

TABLE H

STUDENTS WHO HAVE A HOME OR PRIMARY LANGUAGE OTHER THAN ENGLISH
FEB. 1977

ELEMENTARY	CHINESE	JAPANESE	KOREAN	PILIPINO	SAMOAN	SPANISH	VIETNAMESE	OTHER	TOTAL
Adams	1	0	1	0	0	0	2	14	18
Allen	1	0	0	0	0	2	4	5	12
Alki	0	3	1	1	0	1	0	5	11
Arbor Heights	4	0	11	0	0	2	1	13	31
Bagley	2	1	0	0	0	6	1	10	20
Beacon Hill	123	7	13	16	2	5	0	3	169
Briarcliff	0	14	3	0	0	3	0	13	33
Brighton	15	4	0	53	5	0	16	3	96
Broadview	3	2	3	1	0	4	0	13	26
Bryant	0	1	1	0	0	1	0	12	15
Cedar Park	0	0	2	6	0	0	0	4	12
Coe	0	0	0	4	0	3	1	3	11
Colman	0	0	0	1	0	1	11	0	13
Columbia	4	1	0	19	11	2	1	3	41
Concord	0	0	0	3	0	13	0	3	19
Cooper	0	0	12	8	1	6	2	1	30
Crown Hill	0	0	0	0	0	5	0	12	17
Day	2	1	7	4	0	2	6	10	32
Dearborn Park	65	8	0	22	1	3	6	3	108
Decatur	1	3	0	1	0	0	0	14	19
Dunlap	6	2	0	23	5	8	0	5	49
Emerson	6	2	0	6	0	0	7	1	22
Fairmount Park	0	2	6	2	3	2	3	3	21
Fairview	1	2	3	0	0	1	0	8	15
Fauntleroy	1	10	2	0	0	1	0	3	17
Gatewood	0	3	2	0	0	2	1	8	16

TABLE H (Cont.)

STUDENTS WHO HAVE A HOME OR PRIMARY LANGUAGE OTHER THAN ENGLISH
FEB. 1977

ELEMENTARY	CHINESE	JAPANESE	KOREAN	PILIPINO	SAMOAN	SPANISH	VIETNAMESE	OTHER	TOTAL
Gatzert	55	18	4	10	5	6	11	9	118
Genesee Hill	0	0	0	1	0	0	0	10	11
Graham Hill	9	8	1	5	3	1	0	5	32
Green Lake	2	2	1	5	0	4	0	5	19
Greenwood	0	2	1	6	0	2	1	6	18
Haller Lake	1	0	4	0	0	5	6	8	24
Hawthorne	4	1	0	6	5	4	1	2	23
Hay	0	4	0	5	0	0	4	1	14
Highland Park	6	0	2	5	8	7	3	1	32
High Point	0	0	0	0	17	3	0	3	23
Hughes	0	0	4	4	0	7	0	7	22
Jefferson	3	2	2	0	0	0	0	3	10
Kimball	74	6	7	51	0	6	3	8	155
King	0	1	0	0	0	0	0	6	7
Lafayette	2	2	2	1	0	3	0	15	25
Lake City	4	1	9	16	0	11	7	13	61
Latona*	4	3	2	4	0	12	0	7	32
Laurelhurst	5	6	1	0	0	7	1	12	32
Lawton	0	4	1	22	1	3	4	6	41
Leschi	1	0	0	1	0	0	2	0	4
Lowell	5	1	22	0	0	8	7	18	61
Loyal Heights	1	1	0	1	0	1	0	7	11
McDonald	3	3	3	10	0	4	0	3	26
McGilvra	0	1	0	0	0	1	0	7	9
Magnolia	5	5	2	4	0	1	0	21	38
Maple	28	7	2	16	3	6	7	1	70
Maple Leaf	6	2	1	6	0	2	0	21	38

*These numbers include students enrolled in the Alternative Elementary School #3

TABLE H (Cont.)

STUDENTS WHO HAVE A HOME OR PRIMARY LANGUAGE OTHER THAN ENGLISH
FEB. 1977

	CHINESE	JAPANESE	KOREAN	PILIPINO	SAMOAN	SPANISH	VIETNAMESE	OTHER	TOTAL
Minor	0	2	0	7	0	2	5	10	26
Montlake	0	0	0	0	0	4	0	3	7
Muir	3	4	0	2	1	6	0	1	17
Northgate	1	0	1	0	0	0	2	3	7
North Queen Anne	0	1	0	4	0	3	2	4	14
North Beach	0	3	0	4	0	0	1	14	22
Oaklake	1	1	4	3	0	1	0	7	17
Olympic Hills	1	2	3	4	0	0	0	2	12
Olympic View	5	3	2	0	0	1	1	9	21
Pinehurst	2	3	0	0	0	0	2	3	10
Rainier View	2	1	0	7	0	0	0	0	10
Ravenna	7	1	5	2	0	1	0	8	24
Rogers	4	2	3	3	0	4	2	11	29
Roxhill	0	3	0	8	0	19	4	2	36
Sacajawea	6	0	5	0	0	2	6	6	25
Sand Point	1	0	3	1	0	7	1	15	28
Sanislo	0	1	22	4	0	8	0	1	36
Schmitz Park	0	0	0	0	0	2	5	7	14
Seward	0	3	0	3	0	1	0	9	16
Stevens	0	1	0	0	0	2	0	3	6
University Heights *	7	3	9	0	0	5	0	4	28
Van Asselt	53	1	0	10	19	5	0	8	96
Viewlands	0	0	0	4	0	3	0	9	16
View Ridge	2	5	0	2	0	1	1	15	26
Webster	1	0	0	1	0	2	4	7	15
Wedgwood	7	3	4	4	0	0	0	6	24
West Queen Anne	8	4	1	1	0	0	2	6	22

*These numbers include students enrolled in Alternative Elementary #2

TABLE H (Cont.)

STUDENTS WHO HAVE A HOME OR PRIMARY LANGUAGE OTHER THAN ENGLISH
FEB. 1977

	CHINESE	JAPANESE	KOREAN	PILIPINO	SAMOAN	SPANISH	VIETNAMESE	OTHER	TOTAL
West Woodland	4	2	2	1	0	3	1	17	30
Whittier	0	2	3	1	0	4	1	16	27
Whitworth	20	4	2	8	12	4	3	6	59
Wing Luke	8	2	0	11	4	6	0	0	31
Gypsy Program	0	0	0	0	0	0	0	20	20
Alternative Elem #1	0	0	0	0	0	0	0	4	4
TOTAL	596	203	207	444	106	273	162	613	2604
JUNIOR HIGH/MIDDLE									
Adams	8	7	9	14	0	6	9	33	86
Blaine	2	2	1	3	1	4	1	18	32
Boren	3	0	14	5	7	12	5	3	49
Denny	1	3	5	6	3	8	2	22	50
Eckstein	7	3	13	3	0	10	4	20	60
Hamilton	3	5	7	5	0	5	7	18	50
Madison	3	4	3	0	0	6	2	17	35
Madrona	1	2	3	0	0	4	4	10	24
McClure	2	4	2	6	0	7	3	11	35
Meany	5	7	4	3	0	3	1	16	39
Mercer	191	20	10	59	12	14	3	11	320
Monroe	1	0	2	2	1	8	2	54	70
Sharples	48	15	2	39	26	10	4	12	156
South Shore	9	16	2	30	8	9	1	7	82
Thomson	2	1	1	4	0	3	2	23	36
Whitman	1	3	3	2	0	8	2	38	57
Wilson	3	0	2	5	1	5	6	13	35
TOTAL	290	92	83	186	59	122	58	326	1216

TABLE H (Cont.)

STUDENTS WHO HAVE A HOME OR PRIMARY LANGUAGE OTHER THAN ENGLISH
FEB. 1977

	CHINESE	JAPANESE	KOREAN	PILIPINO	SAMOAN	SPANISH	VIETNAMESE	OTHER	TOTAL
HIGH SCHOOLS									
Ballard	3	8	3	5	0	14	5	63	101
Cleveland	144	20	6	40	8	4	1	8	231
Franklin	88	37	3	54	15	11	7	10	225
Garfield	5	7	1	5	0	10	4	23	55
Hale	14	6	7	9	0	13	8	50	107
Ingraham	12	4	10	16	0	16	4	56	118
Lincoln	9	2	5	20	0	15	27	34	112
Queen Anne	6	9	5	9	0	8	7	37	81
Rainier Beach	25	8	0	13	3	5	6	9	69
Roosevelt	13	4	15	12	0	13	11	68	136
Sealth	5	2	17	15	4	19	4	27	93
West Seattle	5	9	2	1	2	7	8	38	72
TOTAL	329	116	74	199	32	135	92	423	1400
GRAND TOTAL	1215	411	364	829	197	530	312	1362	5220

TABLE I

DISTRIBUTION OF STUDENTS SERVED BY DISTRICT, ESEA TITLE VII, AND INDO-CHINA RELIEF ACT PROGRAMS, BY NATIVE LANGUAGE BACKGROUND AND SCHOOL LEVEL (February, 1977)

LANGUAGES	HIGH SCHOOLS				JUNIOR HIGH AND MIDDLE SCHOOLS				ELEMENTARY SCHOOLS				TOTALS			
	ESL CLASS	BIL CLASS	ESL TUTOR	BIL TUTOR	ESL CLASS	BIL CLASS	ESL TUTOR	BIL TUTOR	ESL CLASS	BIL CLASS	ESL TUTOR	BIL TUTOR	ESL CLASS	BIL CLASS	ESL TUTOR	BIL TUTOR
CHINESE	51	21	3	8	37	18	0	5	76	154	2	2	164	193	5	15
PILIPINO	15	13	0	3	20	6	0	0	35	27	0	4	70	46	0	7
KOREAN	16	5	5	7	23	17	4	0	27	37	0	6	66	59	9	13
SPANISH	7	1	0	1	2	1	0	0	11	6	2	7	20	8	2	8
SAMOAN	5	13	0	1	7	31	0	0	11	13	4	7	23	57	4	8
VIETNAMESE	42	56	0	15	33	30	4	5	47	31	3	15	122	117	7	35
JAPANESE	6	0	1	0	8	1	0	1	13	7	2	10	27	8	3	11
OTHER	27	2	0	0	19	2	0	1	25	2	0	5	71	6	0	4
TOTALS*	169	111	9	35	149	106	8	12	245	277	13	54	563	494	30	101

*Students served under two or more District service modes (e.g., ESL class and bilingual tutoring) are counted once under each separate mode. Thus the grand total of students served by all modes together exceeds the raw number of students receiving service.

TABLE J

STUDENTS SERVED BY URRD BILINGUAL/BICULTURAL PROGRAMS
FEB. 1977

PROGRAMS	LANGUAGES								TOTAL
	CHINESE	PILIPINO	KOREAN	SPANISH	JAPANESE	SAMOAN	VIETNAMESE	OTHER	
Franklin Bilingual	11	30	6	1	0	11	8	0	67
Cleveland Bilingual	41	23	10	0	0	11	1	3	89
Mercer Bilingual	64	34	5	1	0	7	7	0	118
Beacon Hill Bilingual	99	9	2	1	5	0	0	27	143
Gypsy Alternative	0	0	0	0	0	0	0	22	22
Proyecto Saber	0	0	0	161	0	0	0	0	161
TOTAL	215	96	23	164	5	29	16	52	600

TABLE V

VOLUNTARY RACIAL TRANSFERS BY ETHNIC GROUP & RECEIVING SCHOOLS
NOVEMBER 1976

(Student Placement Office)

Schools	WHITE	BLACK	JAPANESE	KOREAN	CHINESE	FILIPINO	AMERICAN INDIAN	TOTAL
High Schools								
Ballard		22						22
Cleveland						1		1
Franklin	1							1
Garfield	25		1		1			27
Hale		49						49
Ingraham		22					1	23
Lincoln		243						243
Queen Anne		67						67
Rainier Beach		3						3
Roosevelt		144						144
Sealth		10		1	1			12
West Seattle		7						7
TOTAL	26	567	1	1	2	1	1	599
Junior High Schools								
Addams		34						34
Blaine		21				1		22
Boren		1						1
Denny		2						2
McClure		12						12
Madison		7						7
Mercer	2							2
Monroe	1							1
Sharples	1	3						4
Thomson		11						11
Whitman		26						26
TOTAL	4	117				1		122

TABLE X (continued)

VOLUNTARY RACIAL TRANSFERS BY ETHNIC GROUP & RECEIVING SCHOOLS
NOVEMBER 1976

(Student Placement Office)

Schools	WHITE	BLACK	JAPANESE	KOREAN	CHINESE	FILIPINO	AMERICAN INDIAN	TOTAL
Middle Schools								
Eckstein		107						107
Hamilton		105						105
South Shore		1						1
Wilson		55						55
Madrona	141							141
Meany	122							122
TOTAL	263	268						531
Elementary Schools								
Alki		1						1
Bagley					1		1	2
Coe		11						11
Day		23						23
Decatur		12						12
Fairmount Park		3						3
Fauntleroy		4	6					10
Graham Hill		4						4
Green Lake		1						1
Kimball		53						53
King	35							35
Latona		11						11
Leschi	4							4
Laurelhurst		49						49
Lowell		2						2
Maple Leaf		8						8
Minor	5							5
North Beach		7				3		10
Olympic View		8						8
Sacajewea		2						2

TABLE K (continued)

VOLUNTARY RACIAL TRANSFERS BY ETHNIC GROUP & RECEIVING SCHOOLS
NOVEMBER 1976

(Student Placement Office)

Schools	WHITE	BLACK	JAPANESE	KOREAN	CHINESE	FILIPINO	AMERICAN INDIAN	TOTAL
Sanislo		6	3					9
Seward		28						28
Stevens	28							28
University Heights		7						7
Viewlands		2						2
View Ridge		18						18
Wedgwood		22						22
West Woodland		3						3
Wing Luke	2							2
TOTAL	74	285	9		1	3	1	373
GRAND TOTAL	367	1237	10	1	3	5	2	1625

TABLE L

SUSPENSIONS BY ETHNIC GROUP

ETHNIC GROUP	PERCENTAGE OF SUSPENSION*
INDIAN	16.8
BLACK	20.3
FILIPINO	8.1
WHITE	3.6
JAPANESE	4.0
CHINESE	.9
OTHER	6.2
DISTRICT AVERAGE	5.12

*This number is the percentage of each ethnic group in grades 9-12 suspended in 1975-76 school year.

TABLE M

DROPOUTS BY ETHNIC GROUP

ETHNIC GROUP	PERCENTAGE OF DROPOUTS	PERCENTAGE OF DROPOUTS ADJUSTED*
INDIAN	19.9	15.5
BLACK	19.8	14.5
FILIPINO	9.6	6.9
WHITE	7.2	6.7
JAPANESE	3.3	1.6
CHINESE	2.8	1.7
OTHER	12.8	10.2
DISTRICT AVERAGE	9.54	7.44

* This number is the percentage of each ethnic group in all high schools who dropped out during the 1975-76 school year.

TABLE N

REGULAR INDIAN ENROLLMENT BY GRADE AND CONSORTIUM

JANUARY, 1977

NSORTIUM	GRADE													TOTAL	% of TOTAL INDIAN ENROLLMENT
	K	1	2	3	4	5	6	7	8	9	10	11	12		
llard	12	24	18	16	11	21	17	38	26	25	17	6	12	243	16.8
eveland	15	17	9	9	13	11	14	13	9	2	3	4	2	121	8.4
nklin	8	8	6	6	9	7	7	12	7	3	2	2	1	78	5.4
rfield	6	11	12	4	11	12	14	10	8	4	3	4	0	99	6.9
e	3	8	6	6	10	12	9	4	4	2	4	3	1	72	5.0
graham	6	4	5	6	6	6	10	12	14	9	5	6	9	98	6.8
ncoln	5	11	11	11	7	13	4	8	6	5	7	3	3	94	6.5
een Anne	7	11	10	4	7	6	7	9	15	6	4	7	3	96	6.7
nier Beach	3	7	7	4	5	4	6	2	6	3	2	0	1	50	3.5
sevelt	3	4	5	4	3	8	7	7	3	10	3	3	1	61	4.2
lth	25	30	17	29	25	20	33	31	26	26	35	9	16	322	22.4
t Seattle	5	4	13	7	10	6	10	6	6	6	12	11	10	106	7.4
AL	98	139	119	106	117	126	138	152	130	101	[illegible]	58	59	1440	100.0
F TOTAL	6.8	9.7	8.3	7.4	8.1	8.7	9.6	10.6	9.0	7.0	6.7	4.0	4.1	100.0	

te: 120 Indians are also enrolled in special programs.

TABLE O

INDIAN STUDENTS ENROLLED
BY SCHOOL, JANUARY, 1977

School	No.	% of School Enrollment
BALLARD CONSORTIUM		
Ballard	35	2.6
Monroe	57	7.1
Whitman	32	4.4
Adams	40	11.0
Crown Hill	2	.8
Greenwood	10	2.8
Loyal Hgts.	8	3.2
North Beach	4	1.4
Webster	21	5.8
W. Woodland	17	3.0
Whittier	17	3.9
TOTALS	243	4.2
CLEVELAND CONSORTIUM		
Cleveland	9	1.1
Mercer	24	2.0
Beacon Hill	20	5.4
Concord	4	2.0
Dearborn Pk.	10	2.0
Kimball	11	2.5
Maple	20	4.7
Van Asselt	23	4.0
TOTALS	121	2.7
FRANKLIN CONSORTIUM		
Franklin	5	.5
Sharples	22	2.8
Brighton	6	1.7
Columbia	11	3.7
Graham Hill	5	1.9
Hawthorne	8	3.1
Muir	10	1.9
Whitworth	11	2.1
TOTALS	78	1.9

School	No.	% of School Enrollment
GARFIELD CONSORTIUM		
Garfield	11	.9
Meany/Madr. A	15	1.8
Meany/Madr. B	18	2.3
Colman	7	1.9
Gatzert	23	6.1
M. L. King	2	.6
Leschi	2	.2
Lowell	6	2.1
McGilvra	0	0.0
Minor	8	1.6
Montlake	2	.9
Seward	2	.9
Stevens	3	.9
TOTALS	99	1.6
HALE CONSORTIUM		
Hale	8	.5
Addams	10	.8
Cedar Park	2	.9
Decatur	2	.7
Lake City	14	4.6
Maple Leaf	6	2.1
Olympic Hills	11	3.1
Pinehurst	6	2.2
Rogers	4	1.1
Sacajawea	2	1.0
Wedgwood	7	2.0
TOTALS	72	1.3
INGRAHAM CONSORTIUM		
Ingraham	21	1.3
Thomson	25	3.4
Wilson	15	3.1
Broadview	9	1.8
Haller Lake	4	1.2
Northgate	4	1.8
Oak Lake	9	2.8
Olympic View	0	0.0
Viewlands	11	3.5
TOTALS	98	2.1

TABLE O (cont'd)

INDIAN STUDENTS ENROLLED
BY SCHOOL, JANUARY, 1977

School	No.	% of School Enrollment
LINCOLN CONSORTIUM		
Lincoln	18	1.3
Hamilton	18	2.9
Allen	17	5.1
Bagley	14	4.4
Day	18	4.6
Greenlake	1	.4
Latona	4	1.1
McDonald	4	1.5
TOTALS	94	2.5
QUEEN ANNE CONSORTIUM		
Queen Anne	14	1.2
Blaine	6	1.2
McClure	24	1.5
Briarcliff	2	.6
Coe	15	4.5
Hay	20	6.2
Lawton	3	.9
Magnolia	1	.2
N. Queen Anne	2	.8
W. Queen Anne	9	4.1
TOTALS	96	2.2
RAINIER BEACH CONSORTIUM		
Rainier Beach	6	.7
South Shore	18	2.1
Dunlap	5	1.3
Emerson	7	2.1
Rainier View	0	0.0
Wing Luke	14	4.8
TOTALS	50	1.7

School	No.	% of School Enrollment
ROOSEVELT CONSORTIUM		
Roosevelt	17	.9
Eckstein	17	1.8
Bryant	1	.3
Fairview	4	1.9
Laurelhurst	6	1.6
Ravenna	0	0.0
Sand Point	10	5.0
U. Heights	1	.6
View Ridge	5	1.6
TOTALS	61	1.3
SEALTH CONSORTIUM		
Sealth	60	4.0
Denny	55	5.0
Boren	28	5.0
Arbor Hgts.	17	3.2
Cooper	29	8.4
Fairmount Pk.	15	4.3
Fauntleroy	3	1.0
High Point	35	16.4
Highland Pk.	33	4.9
Hughes	25	5.8
Roxhill	15	4.4
Sanislo	7	3.0
TOTALS	322	4.9
WEST SEATTLE CONSORTIUM		
West Seattle	33	2.4
Madison	18	1.8
Alki	2	1.1
Gatewood	7	1.8
Genesee Hill	5	1.8
Jefferson	11	3.4
Lafayette	15	2.6
Schmitz Pk.	15	6.2
TOTALS	106	2.4